



Week 2 Assignment

Overview

Your Week 2 assignment allows you the opportunity to explore the policies and procedures in place in your school and district relating to human resources, personnel management, staff recruitment and hiring, teacher contracts, and teacher mentoring programs.

Rubric

Use this rubric to guide your work on the Week 2 Assignment.

Tasks ↓	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.	Unacceptable No Response submitted.
Part 1 Texas Code of Ethics/SBEC Web site Review	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 2 Code of Ethics Mind Walk Through Public Schools, Pre-K-16	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 3 School District Policies and Procedures	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Part 4 Personnel Interviews	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 5 Teacher Contracts	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 6 Teacher Recruitment and Retention	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 7 Article Critique No. 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Part 8 Article Critique No. 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 9 Mentoring Programs	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)

Week 2 Assignment, Part 1: Texas Code of Ethics/SBEC Web site Review

The first part of your Week 2 assignment requires you to review Chapter 247 of the Texas Administrative Code. Chapter 247, titled “Educators’ Code of Ethics,” is included in your Resources section. Next, go to the State Board for Educator Certification website to find out how ethical complaints are filed. You will then conduct observations and/or interviews in your school, and will use the results of those observations/interviews to fill out the “Code of Ethics Mindwalk” included below.

Access the SBEC website at: <http://www.sbec.state.tx.us>

In the space below, identify the way that ethical complaints are filed with the State Board for Educator Certification.

At the district level, TEA requests that all complaints begin at the lowest level preferably in writing to the principal of the school. If the complainant is not satisfied at the principal level then they need to go to the superintendent. If still not satisfied the complainant may ask for an appeal with the Board of Trustees. TEA recommends knowing the steps required by local policies and timelines.

Before submitting a complaint to TEA, they supply a list of programs and their requirements at <http://www.tea.state.tx.us/index2.aspx?id=5032> . Some of the programs listed are special education, test security for severe violations, Education Certification Programs. Within each program they have their own chain of command also with TEA being the last point of contact after going through the whole hierarchy.

If a person, group, or organization wishes to file a complaint after first going through their district hierarchy, they must go ensure to follow proper procedures. Once complaint is received, it will be given to the appropriate office. If the complaint meets criteria then the person filing will receive notice within ten working days. The school district will receive notice that a complaint was filed. This allows parties to submit additional information. After the preliminary review additional participants will be notified. TEA must provide districts for informal reviews and teachers to take part in a conference. TEA does keep student information protected if sheltered through the Family Education Rights and Privacy Act (FERPA).

Preliminary findings are not a final decision. They are as they state “preliminary” and not a final. Due to the Texas Public Informations Act, members of the public may request excerpts from these proceedings. In other words, these proceedings are not held in confidence.

When a final decision is made, TEA provides it in writing to everyone involved. Since there is not an appeal processes a party may request in writing for reconsideration.

Who can file an ethical complaint with the SBEC?

Any group, person, or organization may file a complaint with SBEC. They must first go through the chain of command through the district first before submitting a complaint.

Week 2 Assignment, Part 2: Code of Ethics Mind Walk Through Public Schools, Pre-K-16

Brainstorm a typical day or week in the life of a public school professional working at any grade level – dealing with students, other staff, parents, and community members. Using your experiences, including interviews and expertise, think of your entire daily or weekly encounters with ethical conflicts; see the TAC Chapter 247 Educators' Code of Ethics resource. Then do the following:

Review each of the ethical standards under each of the three main areas of Chapter 247 of the TAC, and identify at least one ethical conflict in each of the three areas of the Code:

Overall professional ethical conduct, practices and performance that may result in a complaint:

Standard 1.3. When we go on any work related professional conferences we must always submit our name tag from the conference and all appropriate receipts.

Standard 1.2. Teachers are specifically told not to use the campus technology for personal use and specifically to not use it for home business.

Standard 1.5. Parents often give teachers extravagant gifts for holidays. Often our PTA and Dad's club give teachers monetary gifts.

Standard 1.8 Teachers often balk at the extra assignments they are given by the principal.

Standard 2.1. Teachers have sent emails and discussed the health of other educators.

Standard 2.4 The principal talks freely of her extremely democratic background and appreciates educators who prefer that type of political background

Standard 2.5. At a former school, I worked with an extremely competent educator who was homosexual. She was not married in the traditional sense and gave birth to a child who was conceived through invetro fertilization. The principal had this teacher transferred to another campus in the district the following school year.

Standard 3.1. Educators often "vent" about the students in their class to other professional educators. Some educators find health impairments of students difficult to work through.

Standard 3.2. I have seen some teachers raise their voice to specific children and have spoken degradingly to them.

Standard 3.6. Our district has recently written specific policies that educators are not allowed to "Friend" students on Facebook to address this standard specifically.

Standard 3.7. Teachers must send a student to the nurse's office if the student needs to take their medication. Students are not allowed to take their medications in the classroom.

Unethical conduct toward professional colleagues:

Standard 2.1. Teachers have sent emails and discussed the health of other educators.

Standard 2.4 The principal talks freely of her extremely democratic background and appreciates educators who prefer that type of political background

Standard 2.5. At a former school, I worked with an extremely competent educator who was homosexual. She was not married in the traditional sense and gave birth to a child who was conceived through invetro fertilization. The principal had this teacher transferred to another campus in the district the following school year.

Unethical conduct toward students:

Standard 3.1. Educators often "vent" about the students in their class to other professional educators. Some educators find health impairments of students difficult to work through.

Standard 3.2. I have seen some teachers raise their voice to specific children and have spoken degradingly to them.

Standard 3.6. Our district has recently written specific policies that educators are not allowed to "Friend" students on Facebook to address this standard specifically.

Standard 3.7. Teachers must send a student to the nurse's office if the student needs to take their medication. Students are not allowed to take their medications in the classroom.

Describe the possible consequences of personnel engaging in any of the above ethical conflicts.

An educator may at least receive a verbal reprimand and warning from the principal. They could be “written up” in which a written form of complaint can be submitted to Human Resources and permanently attached to their personnel file. The complaint can reach the Board of Trustees. A complaint could be filed and the educator could face legal penalties through the courts. Teachers’ certification could be in danger. Some conflicts could even result in the educator receiving time incarcerated.

Using one of the above conflicts as an example; describe how you would respond to the conflict as a campus principal.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law

Educators often “vent” about the students in their class to other professional educators. Some educators find health impairments of students difficult to work through.

As a principal I would first make sure all teachers on staff understand the importance of confidentiality concerning students. Ensuring the staff understands confidentiality guarantees to a certain extent that everyone understands the importance. I would make sure they understood that discussing students in any way whether they are students in special education, with health impairments, or just a member of their classroom. Recognize to the teachers that sometimes people like to vent or need to discuss issues about specific students but they cannot discuss with teachers who do not work with the student. Otherwise the teacher is in breach of confidentiality.

If a teacher was in violation of confidentiality, as the principal, I would first talk with the teacher to hear the teacher’s side of the complaint. Since every member of the staff was informed about confidentiality the teacher cannot say they were uninformed. Explain to the teacher the importance of confidentiality and that children deserve that type of professionalism. Depending on the severity of the incident would determine the proper consequence. Some teachers just need a reminder. If blatant then a more severe penalty. The teacher may need to be “written up” and a complaint in their personnel file. The educator may need to attend professional development courses on confidentiality and the reasons behind it. The teacher may need sensitivity training.

Alert: Please look in the Resource Section and locate the Mediation Report Form. In Week 5, you will be asked to report on a mediation based on some type of conflict you may have identified in this activity.

Week 2 Assignment, Part 3: School District Policies and Procedures

The next portion of your assignment requires you to access the policies and procedures in place in your district related to human resources and personnel management. During your Week 2 lecture, you reviewed wording from an online personnel policies website from the Beaumont

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Independent School District. Learning to access this information is a critical skill for all practicing campus and district leaders. You will write a brief reflection describing what you learned from this policy review.

In the space below, enter the web address where your district's human resources and personnel policies are located.

Main: <http://www.tasb.org/policy/pol/private/057911/>

Personnel: <http://www.tasb.org/policy/pol/private/057911/pol.cfm?toc=D>

Briefly reflect on what you learned in reviewing these policies and procedures.

As we learned in the lecture, the policies are categorized by local and legal. I also found a category called exhibits which seem to be examples of files or forms available for the specified area. I found the policies area daunting but understand the necessity of having to specify every area of possible concern. The personnel section included policies for equal employment opportunity, personnel decisions, credentials and records, criminal history, medical examinations and communicable diseases, conflict of interest, nepotism, employment practices, a variety of information on contracts, compensation and benefits, leaves and absences, termination of employment, employee rights, personnel-management relationships, employee standards of conduct, employee welfare, assignments and schedules, work load, professional development, performance appraisal, and personnel positions.

Week 2 Assignment, Part 4: Personnel Interviews

You are serving as the chair of your school's teacher interview committee. In the space below, list seven questions that you should ask the prospective teacher.

1. What is your educational background?
2. What is your philosophy of education?
3. What personal strengths do you find especially helpful in your teaching?
4. Describe your teaching style.
5. What do you like most about teaching as a career?
6. What is your least favorite aspect of teaching?
7. Tell us about a troubling student you have taught and how you helped him or her.

In the space below, list 3-5 questions that you cannot ask the prospective teacher.

1. Are you married or single?
2. Do you plan on having (more) children?
3. What political party are you a member?
4. Are you heterosexual or homosexual?
5. Do you attend church regularly?

Week 2 Assignment, Part 5: Teacher Contracts

In the space below, identify the types of contracts issued to Texas public school teachers, and describe their similarities and differences.

Probationary Contract - implies new teacher, usually a first time teacher or who has not been employed by the district for two consecutive school years. This contract may not be for longer than one school year but may be renewed for two additional one year periods up to three years. If the employee has been employed five or the eight years by the district then their probationary contract may not exceed one year. The board of trustees may determine otherwise. For each year a teacher is under a probationary contract they may receive three one year contracts (not a three year probationary contract).

Following a successful probationary period, the district must offer the respective teacher a continuing or term contract.

Term Contract- a contract that may last anywhere from one to five years

Continuing Contract-automatically renews itself every year without Board action.

Week 2 Assignment, Part 6: Teacher Recruitment and Retention

For this portion of the assignment, you will conduct an interview with an administrator at your school regarding strategies for recruiting and retaining high-quality teachers and administrators.

In the space below, describe what you learned in your interview regarding the recruitment and retention of quality staff at your school.

I interviewed my principal, Dr. Lynda Carter, over the phone while she was on vacation visiting family in North Dakota on Thursday, July 21, 2011 at 8:30 in the evening. On the subject of recruitment and retention she specified our campus and most of our district follow the principals of Philip Schletky in which we emphasize knowledge transmission and recruitment in quality educators. In other words the two principles that are highly regarded in recruitment and retention are hiring well and professional development for teachers.

Our campus hiring guidelines have both district and campus guidelines. We utilized collaborative teams with questions that focus on the area of the person's expertise. In other words, teachers in primary will not receive the same questions as those who are applying for a special education position. The employees in charge of recruitment have a knowledge and proficiency for 21st Century Learning. In essence the questions they utilize are centered on the best practices of 21st Century Learning.

Our campus utilizes a panel interview. The panel encompasses an interdisciplinary team from the grade, special education, etc. depending on who they are interviewing. Sometimes they bring in employees from the district. For example if they are interviewing for a teacher of autistic students the panel will bring in a special education person from the district special education community.

Every candidate must submit their information through our district site called "Inocular" where every candidate receives a "member comparison." All this information is gathered through this site and is not housed in district but through the Inocular website. The district goes through a screening process for all applications. Top five candidates for each position are decided through specific areas such as experience, early reference screening, and job match. Once the candidates go through campus interview process, and person to be hired is decided, the campus must then go through the Personnel Department. The newly recruited person must go through background criminal check, fingerprinting, etc.

Every staff member at our campus has a learning plan for each year. We utilize SDAS instead of PDAS and we must go through a core area of research and professional development. We have core areas of performance such as literacy. Within the SDAS, the principal also has a focus question for the staff on top of each staff members focus question. The staff must be able to answer how they were successful in completing the principals focus question during the summative SDAS meeting at the end of the year. For example, last year's question was, "How are you doing something bold in your classroom?" Every teacher had the year to accomplish something bold within the guidelines of technology, literacy, etc.

Also, we must create an environment where people want to stay and work with people who will impact school. You must recruit people who value the same campus goals and mentor the teachers and utilize development of that teacher over their career. Our campus understands the importance of retaining qualified people. One way our campus helps teachers in retention is with a \$2,000 tuition assistance each year for their master's degree. Once a teacher receives a master's it will benefit their salaries, and their desire to stay which will positively impact the classroom. Occasionally teachers have growth plans in which they have goals that impact student learning and learning throughout the classroom.

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Our campus considers it is important to understand that we must transform ourselves into 21st century learners and educators. Our principal meets with the district superintendent regularly to discuss the importance and how our campus successfully implements these goals. Our teacher have district required ten hours of professional development a year with an additional seven hours a year at our campus specifically for technology professional development.

As a prospective principal, what did you find out about recruiting high-quality teachers that might impact your recruitment activities?

Utilizing stipends for master's degrees or furthering a teacher's education is an important aspect of recruitment. Many teachers want to further their education but cannot afford to take our too many loans \$2,000 is not a lot of money when you consider one course at Southern Methodist University is \$1,200 for local teachers and Lamar is \$6,500 for 18 months of coursework. Teachers do appreciate the assistance with furthering their degree and also this has a positive impact on the classroom and school culture.

Week 2 Assignment, Part 7: Article Critique No. 1

Your assigned readings for this week included an issue of the American Association of School Personnel Administrators' *Best Practices in School Personnel* titled "Teacher Recruitment and Retention." Critique one article from the journal using the questions provided below.

Identify your article and source using APA citation format (for example, West, G. (2007). Holding higher education accountable for new teachers. *The School Administrator*, 65(3), 46-47.).

Hodges, D. (2003). Recognition, appreciation and fun in the workplace. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, (May/June/July 2003), 25-26.

Why did you select this article?

Appreciation in a variety of methods is an important area that is slightly lacking at my school. I know my principal tries but I often feel the same people are recognized for the same things repeatedly. Whereas, there are so many wonderful people I work with that also deserve recognition. This article held many simple ways to institute a recognition program.

Briefly summarize key points from the reading.

"Acceptance, recognition of contributions, and encouragement of personal growth help to create employee loyalty" (Hodges, 2003, pg. 25). As school administration, it is important to value employees and help them feel appreciated in their endeavors. Hodges recommends implementing a staff recognition program and ensure to include staff members in the program especially those that are creative since funding is usually an issue. Since faculty members are different it is important to have a variety of recognition formats. In other words, not all faculty members appreciate a being allowed to wear casual dress and they may prefer a special parking place instead. Ensure that the recognition of employees is public to the school community and even through news outlets. Modify the program regularly so staff will not become complacent with the areas you are trying to give recommendations. If teachers feel they are appreciated and are given praise for a job well done, they are more likely to be happy with their work place and not want to leave.

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

competency 1:

1. implement strategies to ensure the development of collegial relationships and effective collaboration.

6. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

competency 6

6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

Competency 7

4. use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

This was a very simplistic article that gave clear and concise ideas on creating and implementing a recognition program. Ensure to include staff members in the program especially those that are creative since funding is usually an issue. Since faculty members are different it is important to have a variety of recognition formats. In other words, not all faculty members appreciate a being allowed to wear casual dress and they may prefer a special parking place instead. Ensure that the recognition of employees is public to the school community and even through news outlets. Modify the program regularly so staff will not become complacent with the areas you are trying to give recommendations. If teachers feel they are appreciated and are given praise for a job well done, they are more likely to be happy with their work place and not want to leave.

Additional comments/recommendations.

I need to work with my principal in helping to create an environment of appreciation for teachers' successes. As the technology leader on my campus I can create a recognition program within

this area.

Week 2 Assignment, Part 8: Article Critique No. 2

Your assigned readings for this week included an issue of the American Association of School Personnel Administrators' *Best Practices in School Personnel* titled "New Teacher Induction Programs." Critique one article from the journal using the questions provided below.

Identify your article and source using APA citation format (for example, West, G. (2007). Holding higher education accountable for new teachers. *The School Administrator*, 65(3), 46-47.).

McGuire, M. A., & Simpson, C. (2006). Hand in hand: an examination of mentor relationships.

American Association of School Personnel Administrators: AASPA Best Practices in School Personnel, (May/June/July 2006), 16-18.

Why did you select this article?

Since I did not have a good mentor experience as a new employee to my district, I wanted to read an article that helped me understand a positive mentor program. Since I have been asked to mentor a new technology administrator in my district, I want to ensure I have the correct skills needed to make this a positive experience for the newly hired person.

Briefly summarize key points from the reading.

Mentor relationship

"includes mutual trust, honesty, respect, and a willingness to work together" (McGuire and Simpson, 2006, pg. 16).

It is a symbiotic relationship where the new hire receives valuable information from the veteran teacher, whereas, the veteran teacher also gets reenergized by the new teacher. Often, mentoring is seen as one-sided where the person mentored receives all the wisdom. Yet, the new teacher brings many new ideas and ways in which the mentor teacher may certainly benefit.

The mentor teacher needs to effectively help the new teacher problem solve through areas. It is important that the new teacher learn how to be self-reliant and the mentor teacher should not supply all the answers but help the new teacher to find the answers.

Even if the mentor teacher does not receive the background help they need, it is their

responsibility to adjust to the needs of the new teacher.

Mentors do need a knowledge base. The mentor needs to understand the policies and procedures of their campus. They need a working knowledge of professional development to effectively help their new teacher. An important skill the mentor needs is on how adult learners process information. Mentors must also have an interpersonal skills base. "Mentor teachers must have a firm understanding of interpersonal behaviors and know how these behaviors affect the beginning teacher" (McGuire and Simpson, 2006, pg. 17). Another area a mentor teacher needs is technical skills. They must construct feedback and be able to target areas of concern with "tact and empathy" (McGuire and Simpson, 2006, pg. 17).

It is important the mentor teacher understand the responsibility of their assignment. Otherwise, the mentor teacher might become negative towards the situation. Teachers being considered for the position of mentor teacher need to be in good standing with the district and exhibit recognized behavior in professional development.

One important area that must be addressed is that the mentor teacher must not be in a place to evaluate the new teacher. This could negatively affect the mentor and new teacher's relationship.

Mentoring is a valuable tool to assist new teachers in a positive first year of teaching. If the correct steps are taken at the beginning of the process, then the outcome is beneficial for both parties involved and teacher retention is more likely to happen.

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

Competency 1

1. implement strategies to ensure the development of collegial relationships and effective collaboration.

Competency 2

3. develop and implement strategies for effective internal and external communications.

Competency 3

1. model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions, and behaviors.

Competency 5

5. analyze the implication of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Competency 6

1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 7

3. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
4. use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
5. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.

6. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

Competency 8

2. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

Mentoring new teachers on a campus is an important aspect of creating a positive culture on at a school. It is important to ensure the mentor is appropriately prepared for such an important endeavor. An educational leader, I am often asked to assist in mentoring new teachers and to mentor new technology administrators. This article gave clear and concise prescriptive areas that can be addressed in creating a positive mentoring experience.

Additional comments/recommendations.

It is important that all mentors be prepared for the extra duties involved in becoming a mentor so their new teacher will have a positive experience, also.

Week 2 Assignment, Part 9: Mentoring Programs

The next portion of your assignment requires you to access the policies and procedures in place in your district related to teacher mentoring programs. Once again, you may access this information from your district's web page, or contact someone from Human Resources or from your campus regarding the district and campus mentoring initiative. You will write a brief reflection describing what you learned from this policy review.

Briefly reflect on what you learned in reviewing these policies and procedures.

The mentoring initiative in my district is not located in our policies section. The only policy found through extensive searching was under incentives and stipends. I learned that mentoring programs are sanctioned through the Education Code, specifically Education Code 21.458; 19 TAC 153.1011. I found that mentor teachers in my district prefers mentors to be on the same campus, teach the same subject/grade, and prescribed by Commissioner's rules. Those rules stipulate that the mentor needs to go through an induction program, training program, have at least three years teaching experience with an excellent record. The district may apply to the commissioner to help fund the district mentoring program. Those funds may be used for mentor teacher stipends, to assist mentor teachers in scheduling time to work with the assigned teacher, and to provide mentor training.

[Direct link to HPISD incentives and stipends policy website](#)

The mentoring program is in place for any new teacher to the district regardless of their years of teaching experience as a whole. My district allows the principals to choose the mentor for the new teacher. Both new teacher and mentor go through a preliminary process to guide them in their endeavors. Mentor teachers for educators with less than two years of experience are required to meet with specific district staff whereas those with experience only need to meet at their discretion. The mentored personnel must do a reflection at the end of the school year to describe their mentor experience. For most teachers this experience is positive and helps them develop a connection with a coworker and to help them understand the policies and procedures at their campus. Unfortunately, if the mentor is not respectful of the program difficulties arise. My own experience with the mentor program was not positive. Since I am the only technology administrator for my campus, my principal assigned a classroom teacher to be my mentor. Unfortunately, my mentor very specifically told me she did not volunteer to be my mentor and that she had wanted my job. My mentor never helped me to navigate the school or understand any of the policies and procedures of my district. I found the whole experience very hostile and unrewarding. I know, though, other teachers have found it an invaluable practice.

E-portfolio assignment:

Complete "Domain I, Competency 3" Course-Embedded Internship Activity Log 2.

Continue to complete and post the portion of this assignment that deals with the review of Chapter 247 of the Texas Administrative Code, observations and interviews in your school, and the results of those observations and interviews to complete the Code of Ethics Mind Walk, in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.

E-portfolio assignment:

Complete "Domain II, Competency 6" Course-Embedded Internship Activity Log 2.

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Continue to complete and post the portion of this assignment that deals with your interview of a school administrator regarding strategies for recruiting and retaining high-quality teachers and administrators in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.

E-portfolio assignment:

Complete “Domain II, Competency 6” Course-Embedded Internship Activity Log 3.

Continue to complete and post Part 9 of this assignment in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.